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ABSTRACT

Project KANPE is a bilingual education program designed to help talented/gifted Haitian high school students of limited English proficiency to acquire second language proficiency while developing their academic skills to the fullest and to prepare them for early entry into mainstream honor classes. The program seeks to accomplish this goal by supplementing basic bilingual services with individualized instruction in intensive English as a second language, native language, and career orientation; mathematics, science, and social studies instruction in French and Creole; and instruction in Haitian and American cultures. This report describes the program as implemented in 1980-81. The report discusses the program background, organization, and participants; implementation of instructional and non-instructional program components; and program evaluation. It is pointed out that because the project operated at sites where bilingual services were not available for Haitians, the staff served all Haitian students who required assistance instead of focusing exclusively on talented Haitian students. Evaluation indicates that (1) the program improved participants' attendance and attitudes toward school; (2) participants mastered English syntax objectives at rates that exceeded program goals; and (3) program attendance generally exceeded school-wide attendance. It is recommended that program goals, instructional objectives, and eligibility criteria be modified, and that record-keeping be more systematic. (Author/MJL)

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FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G008006165

Project Number: 5001-56-17655

PROJECT KANPE

1980-1981

Director:
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UD 022 485

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PROJECT KANPE

NEW YORK CITY HAITIAN BILINGUAL TALENT ACADEMY

Location:	442 Houston Street, (P.S. 188) New York, New York
Sites:	Hillcrest High School 160-95 Highland Avenue Jamaica, New York 11432 Erasmus Hall High School 911 Flatbush Avenue Brooklyn, New York 11226 Charles Evans Hughes High School 351 West 18th Street New York, New York 10011
Year of Operation:	1980-81, first year of operation
Target Languages:	French, Haitian Creole
Number of Participants:	183
Project Director:	Janine L. Anastasiadis

I. PROJECT DESCRIPTION

BACKGROUND

Project KANPE was funded for a three-year cycle under the provisions of E.S.E.A. Title VII; 1980-81 was its first year of operation. Project headquarters were located at P.S. 188, 442 Houston Street in Manhattan. The project did not get underway until February, 1981 due to late notification of award and late recruitment of qualified staff. When the evaluation was conducted in May, the program had been in place for about four months.

Centralized under the jurisdiction of the High School Division of the New York City Public Schools, the project functions at three sites. Hillcrest High School in Queens, Midwood High School in Brooklyn, and Campus

High School in Manhattan were originally selected on the basis of proximity to areas where a new wave of Haitian immigrants, including many of high-school age, had settled. (Site selection was later modified; see the section on program implementation.)

Project KANPE's stated objective was to "provide Bilingual Excellence for the talented student of limited English-speaking ability. It is designed to permit promising talented Haitian students whose home language is not English to acquire optional second language proficiency while developing their academic skills to the fullest."* The project proposed to serve 450 students who had not previously participated in a Title VII-funded program. Entry criteria for participating students were to include the following:

--teachers' and counselors' recommendations;

--direct referral from the High School Division borough placement centers;

--referrals by other local high schools where appropriate programs of bilingual education were not available;

--personal interview;

--scores of above 75 percent on the High School Division's placement tests for incoming Haitian high school students.

GOALS AND OBJECTIVES

The funding proposal stated that the project would seek to prepare talented and gifted Haitian LEP students for early entry into mainstream honor classes; this goal would be accomplished through individualized instruction in intensive English as a second language (E.S.L.), native language, and career orientation. Students would also receive instruction in the major

*Project KANPE Funding Proposal, 1980, p. 37.

content areas (mathematics, science, social studies) in Creole/French. The program would stress Haitian and United States' artistic and ethnic heritages, and would offer to parents and other adult relatives of participants E.S.L./ Americanization and high school equivalency classes. The program's non-instructional services were to include guidance, curriculum development, staff development, and parental involvement.

Three-Year Objectives

The following long-range objectives were proposed:

-- to provide bilingual education services to talented Haitian students of limited English proficiency;

-- to enable the target population to improve their skills in mathematics, science and social studies as well as improving English and their native language skills;

-- to improve attendance and academic skills achievement;

-- to promote articulation between primary schools and high schools;

-- to promote articulation between project staff and parents of students in the program;

-- to develop curricula in E.S.L., native language arts, literature, international studies, and to translate the New York City Board of Education subject-area curriculum;

-- to promote bilingual excellence through individualized and interdisciplinary instruction;

-- to reduce the dropout rate for Haitian LEP students;

-- to provide advisement of program participants;

-- to promote a greater appreciation and understanding of the students' ethnic background.

First-Year Objectives

The proposal predicted that in 1980-81, 90 percent of the participating students would show significant growth in the following areas:

--E.S.L. proficiency;

--French Language Achievement;

--Haitian Creole language achievement;

--attitude toward their native heritage;

--attitude toward school;

--content-area achievement (indicated by passing grades).

In addition, the project sought to achieve a drop-out rate for target students lower than that for the mainstream population at each site.

ORGANIZATION

Title VII funds supported the following project staff in 1980-81:

1 project director (central office);

3 teachers assigned as grade advisors/curriculum specialists (one at each site);

8 paraprofessionals, assigned to the three sites;

1 office aide (central office).

The project director is responsible for all aspects of program implementation including communication with principals at the three school sites to determine the needs of project participants, and how those needs are being met. The project director is supposed to conduct weekly meetings with project staff and with the assistant principal responsible for project implementation at each site. The project director is also responsible for coordinating curriculum development activities at the central office.

An assistant principal assigned to program supervision at each site is to work with the project director to develop policy and procedures responsive

to students' needs at each site. The assistant principals are also to work with the KANPE grade advisor and with other project staff.

STUDENT CHARACTERISTICS

Because there may be selective personal and environmental pressures on students in urban communities, the composition of the student body may vary from school to school and grade to grade within a school. Table 1 presents the distribution of bilingual program students by sex and grade. Table 2 provides a breakdown of program students by sex and school.

Table 1. Number and percentages of program students by sex and grade. (N=174)

GRADE	SEX: MALE N	MALE Percent of Grade	FEMALE N	FEMALE Percent of Grade	TOTAL N	Column Total: Percent of All Students
9	22	44	28	56	50	29
10	25	41	36	59	61	35
11	29	54	25	46	54	31
12	6	67	3	33	9	5
TOTAL	82	47	92	53	174	100

- The percentage of program students is highest in the tenth grade.
- Male students outnumber female students in the eleventh and twelfth grades.
- Overall, the percentage of female students (53 percent) is higher than the percentage of male students (47 percent).

Table 2. Number and percentages of students by sex and grade. (N=174)

SCHOOL	SEX: MALE N	MALE Percent	FEMALE N	FEMALE Percent	TOTAL N	Column Total: Percent of All Students
C.E. HUGHES	17	81	4	19	21	12
ERASMUS HALL	47	51	46	49	93	53
HILLCREST	18	30	42	70	60	35
TOTAL	82	47	92	53	174	100

- The highest percentage of program students are from Erasmus Hall High School.
- At both Charles Evan Hughes High School and Erasmus Hall High School the percentages of male program students are higher than the percentages of female program students.

Because all of the Project KANPE students are immigrants, their educational histories may vary considerably. Many have suffered interrupted schooling or because of a lack of educational opportunities in their country of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 3.

Table 3. Number of program students by age and grade.* (N=159)

AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
14	1		1		2
15	12	3	1		16
16	9	14	3		26
17	15	14	13	2	44
18	5	17	12	2	36
19	1	7	16	2	26
20	1	2	4		8
21			1		1
TOTAL	44	57	51	7	159

* Shaded boxes indicate the expected age range for each grade.

		Grade 9	Grade 10	Grade 11	Grade 12	Total
Overage students for entire program	#	31	40	33	2	106
	%	70%	70%	65%	29%	67%
Overage program students at C.E. Hughes	#	1	5	8	2	16
	%	100%	100%	73%	50%	76%
Overage program students at Erasmus Hall	#	24	26	19	-	69
	%	80%	81%	76%	-	79%
Overage program students at Hillcrest	#	6	9	6	1	22
	%	46%	45%	40%	33%	43%

.Sixty-seven percent of the program students are overage for their grade.

.Overall, the highest percentages for overage students occur in the ninth and tenth grades (70 percent).

.The highest percentage of overage students occurs at Erasmus Hall High School (79 percent).

As Table 3 indicates, the fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who may have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result they may have a lack of cognitive development in their native language which must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

II. PROGRAM IMPLEMENTATION

SITE SELECTION

Two of the three sites identified in the funding proposal were changed. When the program was funded it was found that those sites did not have a sufficient population to justify program services to students. Midwood High School and Campus High School were replaced by Charles Evans Hughes and Erasmus Hall High Schools.

IDENTIFICATION OF PARTICIPANTS

The program proposed to serve 450 LEP students who were dominant in French or Haitian Creole and who were designated as talented or gifted. Data were not made available on the number of students being served; however, the project submitted 183 data capture forms to the Office of Educational Evaluation. (One form was to be completed for each participant.)

Project staff stated that students were selected on the basis of the following criteria:

--a score at or below the twentieth percentile on the English Language Assesment battery (LAB);

--a score of 6.5 grade equivalents or below on the P.S.E.N. tests;

--failure on the Criterion Referenced English Syntax Text (CREST);

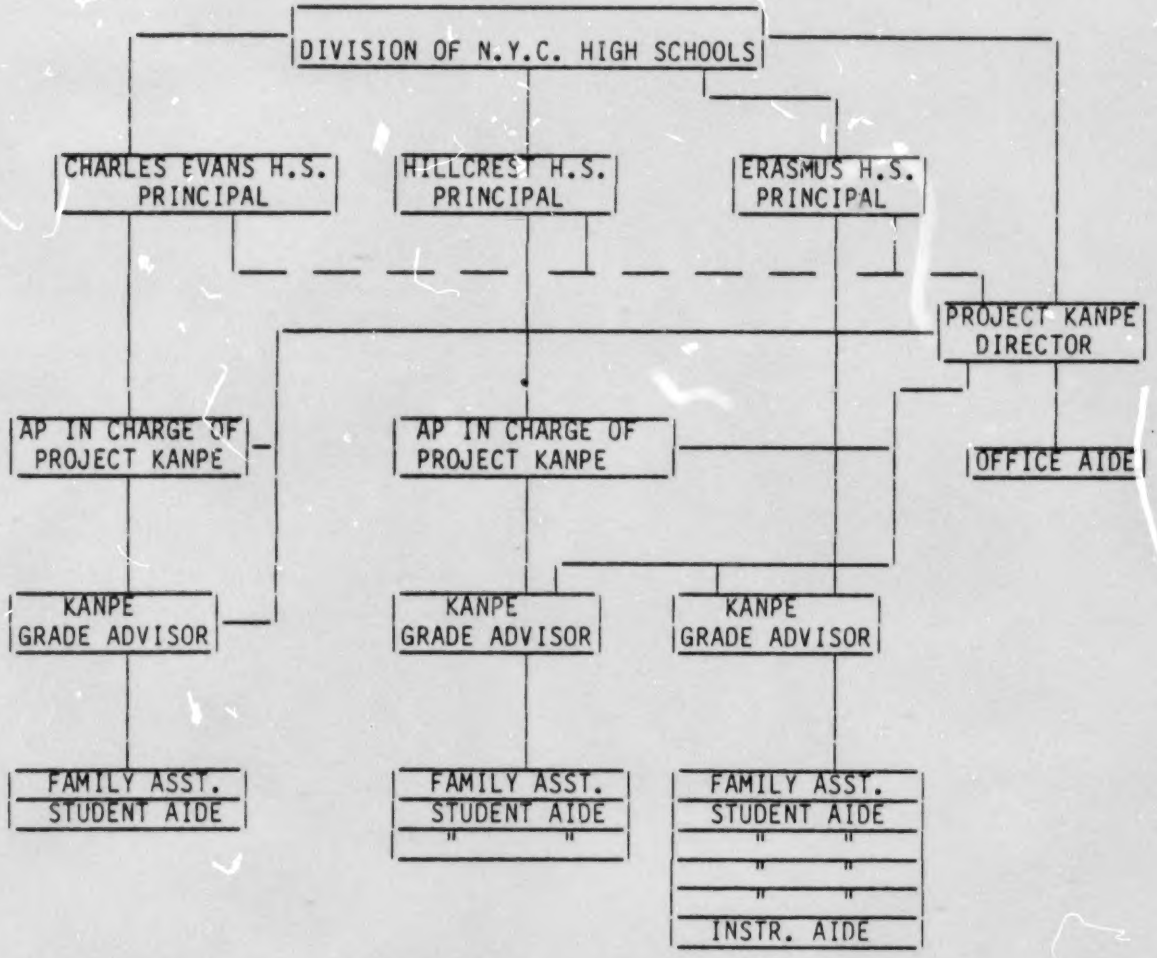
--scores of 85 percent or better on two locally-developed tests, Mathematiques en Francais and Test de Lecture, designed to identify the LEP student as talented or gifted.

At project headquarters and at all sites, the evaluator attempted to collect data to substantiate the stated procedure. Lists of students, tests, or test scores were not available. No records were made available to document either the identification process or the number of students served.

ORGANIZATION AND ARTICULATION

The following organizational chart shows the structure of authority and policy making, and delineates the lines of coordination between school staff and project staff.

Chart 1. Organization of Project KANPE.



At each site, the grade advisor provided some supervision for the paraprofessionals, and was in turn responsible to an assistant principal at the site, except at Erasmus Hall, and to the project director. At Hillcrest High School, the assistant principal responsible for the project was the chairperson of the foreign language program. At Charles Evans Hughes, the assistant principal working with the project was the school's coordinator of bilingual programs. There was no A.P. responsible for project coordination at Erasmus Hall.

Only at Erasmus Hall was the grade advisor viewed as the official counselor for Haitian students. At the other sites, the grade advisor made recommendations regarding placement to the mainstream counselors at the school.

RESOURCE ROOMS

Resource rooms were set aside at the three sites for project activities. These rooms were to contain materials for use by project students. At the time of the evaluation, such materials were scarce and were limited to textbooks in French. At Erasmus Hall High School, the resource room was shared with other projects.

INSTRUCTIONAL APPROACH

Project KANPE proposed to use instructional assistants and aides to supplement bilingual services to talented students. Working in coordination with bilingual classroom teachers, these assistants and aides were to tutor students individually or in small groups, on a pull-out basis, to enhance overall bilingual instruction at each site.

However, visits to the three sites showed that the project's services

were not supplemental, since at no site was a tax-levy, basic bilingual program available for Haitian students. The absence of basic services meant that project staff worked with all Haitian LEP students, and not exclusively with talented students as originally proposed. When staff members were asked to differentiate between remedial services and those provided for talented students, they were unable to do so.

At the three sites, project students were scheduled for mainstream classes for most of the day. Project staff consulted with the mainstream faculty to determine when to pull out students for individualized or small-group instruction. The arrangements were negotiated on a day-to-day basis; there was no set schedule. Scheduling of activities, evaluation, and feedback between mainstream and project staff took place on an informal basis.

The evaluator attempted to document tutorial services at the three sites. This was somewhat difficult, since instructional records were not maintained. None of the sites had daily or weekly schedules for pull-out instruction, and daily logs were not kept. At one site, students were tutored during their lunch period; these students suggested to the evaluator that skipping lunch affected their performance in afternoon classes.

Observation of some tutorial sessions suggested that students' instructional needs vary a great deal. Some were apparently functioning at grade level, some were in need of remedial work, and others appeared to be above average in academic ability and performance. At all sites, pull-out instruction was conducted in French, Creole, and in English.

NON-INSTRUCTIONAL SERVICES

Guidance

Guidance was provided at each site by the project bilingual grade advisor. All three advisors hold New York City secondary school teaching licenses. None of the grade advisors had maintained records as to when they had counseled students, and individual folders were not kept.

Staff Development

Project staff interviewed by the evaluator had participated in a series of workshops conducted at the project's headquarters. In addition, several staff members were enrolled in undergraduate or graduate courses at various New York City colleges. All were majoring in some aspect of bilingual education.

The evaluator requested a list of staff developement activities; no list or other documentation was provided by the project director.

Curriculum Development

At the time of this evaluation, the curriculum development component of the project had not yet been undertaken. It was scheduled to begin in summer, 1981, under the project director's supervision. Project staff were to be hired to complete this task, and to be compensated at an hourly rate. The evaluator was told that work will focus on the translation and adaptation of existing material. The language of these materials will be both French and Creole. These materials were to include:

--lesson plans incorporating existing materials in French and Creole;

--materials for teaching Haitian literature in French and Creole;

--individualized units for computer-assisted instruction in mathematics, social studies, economics, American history and Haitian studies.

Parental Involvement

While the project director was responsible for overall coordination of activities for parents, the grade advisor at each site conducted these activities on a day-to-day basis. This component of the project sought to assist parents, while involving them more closely in their children's education.

In addition, Project KANPE subsidized parents' participation in courses available at three community centers in Brooklyn, Manhattan, and Queens. These courses offered instruction in English as a second language, literacy skills, and pre-high school equivalency.

The project director did not provide documentation that these activities were taking place.

AFFECTIVE DOMAIN

All project staff, as well as many project students and mainstream staff, were interviewed by the evaluator. Their responses and comments made it clear that the project fulfills an urgent need for Haitian LEP students. It was pointed out that "prior to the services provided by Project KANPE, Haitian students had no one to turn to, Haitian students did not have a place." While quantifiable data were unavailable, those interviewed thought that participants' behavior and attendance had greatly improved in the brief period of the program's operation.

The staff placed greater emphasis on assisting the target population to achieve such things as a clear self-identity, self-esteem, and cultural aware-

ness, rather than academic achievement. They explained that prior to the inception of this project at the three sites, Haitian students demonstrated great social and emotional difficulties in adapting to their new environment. They tended to get into fights, then stay away from school when they were reprimanded. Project KANPE has made it possible for these students to relate to an authority figure in a language they understand and in this way to overcome their alienation. The project staff in general felt that supportive services were a higher priority than purely instructional services.

III. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instrument and procedures used in evaluating student achievement in 1980-1981 and the results of the evaluation. Although additional data were reported, the only data deemed of sufficient quality to analyze systematically were those pertaining to student assessment in English language development at Erasmus Hall and to student attendance at all three program sites.

The instrument used was the Criterion Referenced English Syntax Test (CREST). This instrument tests mastery of specific syntactic skills at three levels. Level I, the only one administered at Erasmus Hall, contains 25 objectives such as knowledge of present-tense forms of the verb "to be." At each level, students are asked to complete four items per objective. The items are multiple choice and consist of sentence frames for which students must choose a word or phrase from four possibilities. Mastery of a skill objective is determined by a student's ability to answer three out of four items correctly.

Data adequate for analysis were obtained for Erasmus Hall from Title I sources. This report analyzes students' performance by grade of the students tested with information on the average number of objectives mastered and the average number of objectives mastered per month of schooling (see Table 4). As the program became operational in February 1981, data is reported for the spring semester only.

Comparisons of the attendance rates of program participants during the spring semester (while the program was operating) with the average

Table 4. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Erasmus Hall High School, spring, all students tested on Level I)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	4	15.5	23.0	7.5	3.15	2.38
10	3	22.7	24.3	1.7	2.80	0.60
11	2	22.0	23.5	1.5	1.80	0.83
TOTAL	10+	19.3	23.7	4.4	2.73	1.61

*Post-test minus pre-test.
+One student's grade was not reported.

- Pre/post-test data were available on only 10 percent of program students at Erasmus Hall.
- These students generally exceeded the program objective of acquiring one new CREST objective per 4 weeks of schooling by approximately 60 percent.
- The four ninth graders, however, were entirely responsible for the overall good performance. The lower rates for older students are possibly related to their poorer attendance (averages of 2.8 and 1.8 equivalent months for the tenth and eleventh graders as opposed to 3.15 for the ninth graders).

Table 5. Attendance at Hillcrest High School: Significance of the difference between attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 85.29

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	15	98.9	1.9	13.6	27.66	.001
10	22	94.3	9.3	9.0	4.55	.001
11	16	96.1	5.7	10.8	7.52	.001
12	5	93.8	6.6	8.5	2.88	.03
TOTAL	59*	96.0	6.9	10.7	11.92	.001

Table 6. Significance of differences between attendance rates in the fall and in the spring semesters of program students at Hillcrest High School.

		Fall Rate		Spring Rate					
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	t	p
9	15	94.7	5.3	98.9	1.9	4.3	-.228	2.74	.02
10	21	95.7	6.4	94.0	9.4	-1.7	-.066	-0.65	NS
11	15	93.3	7.9	95.8	5.8	2.5	-.077	0.94	NS
12	5	94.0	7.6	93.8	6.6	-0.2	.134	-0.05	NS
TOTAL	57*	99.4	6.9	95.8	7.0	1.5	-.076	1.11	NS

*Includes one student whose grade level was not reported.

.The spring attendance rates for Hillcrest program students averaged a very high 96 percent, which was 11 percent above the full-year school average.

Tables 5 & 6
(continued)

.The program students' advantage was significant at all grade levels and, excepting the small group of twelfth graders, was very highly significant.

.Spring attendance exhibited a small (1.5 percentage points) improvement over the fall rate. Though not statistically significant, this does suggest that the program was having a positive impact when placed in context of fall-to-spring declines in attendance for most programs.

.Ninth graders had an especially large increase, which was statistically significant.

Table 7. Attendance at Erasmus Hall High School: Significance of the difference between attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 77.43

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	33	100.0	0.0	22.6	20.50	.0001
10	34	91.4	11.5	14.0	7.06	.0001
11	26	85.7	12.4	8.2	3.37	.002
TOTAL	98*	93.1	10.9	15.6	14.20	.0001

Table 8. Significance of differences between attendance rates in the fall and in the spring semesters of program students at Erasmus Hall High School.

		Fall Rate		Spring Rate					
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	t	p
9	33	100.0	0.0	100.0	0.0	0.0	--	0.0	NS
10	34	92.6	11.9	91.4	11.5	-1.1	.115	-0.43	NS
11	26	85.3	12.6	85.7	12.4	0.3	.449	0.13	NS
TOTAL	98*	93.2	11.3	93.1	10.9	-0.2	.468	-0.15	NS

*Includes five students for whom grade level was not reported.

- Spring attendance by the Haitian students in the program at Erasmus Hall averaged 93 percent, almost 16 percent higher than the school-wide average.

- Differences between program students' spring rates and school-wide annual rates were highly significant at all grade levels.

Tables 7 & 8
(continued)

- The small decline (0.2 percentage points) in attendance from the very high fall levels can be interpreted as a positive sign because a larger decline would normally be expected.

- The perfect attendance record of the 33 ninth-grade students in both semesters is unusual in the extreme.

Table 9. Attendance at Charles Evans Hughes High School: Significance of the difference between attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 66.27

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
10	4	91.5	14.4	25.2	3.51	.03
11	10	85.9	20.5	19.6	3.03	.02
12	2	97.5	0.7	31.2	62.21	.01
TOTAL	20*	87.9	20.0	21.6	4.83	.001

Table 10. Significance of differences between atendance rates in the fall and in the spring semesters of program students at Charles Evans Hughes High School.

		Fall Rate		Spring Rate					
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	t	p
10	4	97.5	3.3	91.5	14.4	-6.0	.936	-1.06	NS
11	10	96.5	4.2	85.9	20.5	-10.6	.758	-1.91	.10
12	2	99.0	0.0	97.5	0.7	-1.5	--	-3.00	NS
TOTAL	20*	93.7	17.4	87.9	20.0	-5.8	.704	-1.78	.10

*Includes one ninth grader and three students whose grade level was not reported.

.Spring semester attendance rates of the Haitian students in the program averaged almost 22 percent higher than the school-wide average for the full year.

Tables 9 & 10
(continued)

.Program students' attendance rates were significantly higher than the school average rate at all three grade levels.

.The very high attendance rates for these students in the spring were exceeded, though not significantly, in the fall semester prior to program implementation. This decline should not be seen as due to the program, however, as fall-to-spring declines in attendance are very common among high school students.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

When the evaluation was conducted, Project KANPE was in its fourth month of operation. Its conclusions therefore reflect the start-up process, the basic instructional approach, and organizational policy initiated in the project's early stages. Conclusive remarks on other aspects of the program, such as curriculum development or parental involvement, must be reserved for the next year's evaluation.

Project KANPE was conceived as a Haitian Bilingual Talent Academy geared to students with the potential to perform successfully in mainstream honor classes; its individualized services were intended to supplement those available through a school's basic bilingual services. But because the project functioned at three sites where Haitian LEP students were receiving no bilingual services, the staff responded to the needs most pressing at each site; that is, they gave individual and small-group instruction to any Haitian student who required assistance. Selection was apparently based on recommendation by the mainstream classroom teachers in consultation with program staff. In this way, the project in practice departed from the course laid out in its funding proposal.

The evaluation draws few conclusions about implementation of the project's instructional component, since records of tutorial or small-group sessions were not available. Interviews with staff members suggest that the project's emphasis on the development of self-esteem and cultural awareness has improved participants' attitude toward school and their attendance.

RECOMMENDATIONS

1. The basic goals of the program, and its instructional approach, need to be reviewed by the project staff and appropriate administrators at the three sites. If the needs of Haitian LEP students as a whole are found to be more pressing than those of potential honor students, the proposal, and the evaluation design, should be modified to reflect that situation. In any case, staff development activities should focus on clarifying the program's goals and instructional strategies, and should consider approaches to basic bilingual instruction, remedial work, and instruction for talented students.

2. The project staff might consider diagnostic-prescriptive assessment of participants, both to identify students' most pressing needs, to allow appropriate grouping for instruction, and to permit follow-up of participants' progress.

3. Eligibility criteria, and their application, must be clarified. Project records must reflect the number of students served and the test scores or other factors which determine eligibility.

4. Efficient and consistent record-keeping is essential, particularly for a tutorial program with no set schedule or curriculum. A daily log should indicate: instruction delivered; student(s) served (individuals or groups); subject(s) or curriculum; selection criterion (teacher recommendation, testing, etc.); time spent; comments.

5. Records must document non-instructional aspects of the program as well: attendance at community or parents' events; participation in courses for parents; guidance or counseling offered to students; staff development workshop agendas; staff development courses and credits earned by project staff;

curriculum developed during summer workshops and during the school year; etc.

6. Staff development activities should focus on record-keeping, to ensure that all project staff understand the importance of and procedures for documenting program implementation.

7. Project staff need to develop a language policy governing the use of French, Haitian Creole, and English in instructional activities. This policy should guide educational assistants and aides in working with individuals or small groups, and should affect curriculum development and staff development.

8. It appears that scheduling of pull-out sessions is somewhat random, and may not reflect the participants' best interests. Further consideration might be given to this crucial issue.

9. Since the project offers mainly tutorial services, thought might be given to improving the atmosphere of the resource rooms, by making more materials available and making the setting more appealing.

10. Grade advisors or other staff members might maintain individual student folders, containing programming information, test results, and samples of the student's work. This would allow more efficient follow-up of students' progress and more complete documentation of instructional and supportive services.